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Interest-Based Bargaining in Higher Education

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Interest-Based Bargaining in Higher Education

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Assumptions

- ♦ All parties have the right to exist
- ♦ All parties have legitimate interests
- ♦ Negotiations can enhance relationships
- ♦ Mutual gain is possible
- ♦ All parties must help each other achieve beneficial results
- ♦ Focus should be on information, not power or personalities

Principles

- ♦ Focus on
 - ♦ Issues
 - ♦ Mutual interest
 - ♦ Underlying concerns of the parties
- ♦ Judge by criteria, not power
- ♦ Share information

Problem Solving Techniques

- ♦ Select an issue
- ♦ Discuss the issue and list interests
- ♦ List options
- ♦ Establish criteria
- ♦ Apply criteria to the options
- ♦ Develop a solution
- ♦ Memorialize the solution in writing

Where will Interest-Based Bargaining work best?

- ♦ According to the Federal Mediation and Conciliation Service:
 - ♦ In a collective bargaining environment, evidence of labor-management cooperation during the past contract term.
 - ♦ Sufficient time remaining prior to contract expiration to complete the sequence of decision-making about IBB, training and application of the process.
 - ♦ Willingness of the parties to fully share relevant bargaining information.
 - ♦ Willingness to forgo power as the sole method of "winning."
 - ♦ Understanding and acceptance of the process by all participants and their constituents.

Interest-Based Bargaining in Higher Education

- ♦ As of 2003
 - ♦ 34 NEA affiliated school contacted for survey
 - ♦ 20 reported awareness of IBB and some sort of IBB based training
 - ♦ 31 report the use of IBB
- ♦ Six states have fostered IBB training including Colorado, Idaho, Illinois, Maryland, Michigan, and Oregon
- ♦ California Teaching Association
 - ♦ Three day IBB training program
 - ♦ “management and association bargaining teams are trained together and learn to improve their bargaining table skills”